

**2003-2004 *No Child Left Behind-Blue Ribbon Schools Program*
Cover Sheet**Name of Principal: Mrs. Rhonda KruseOfficial School Name: Westview Elementary SchoolSchool Mailing Address: 700 West Old Vine Road

<u>Canton</u>	<u>Illinois</u>	<u>61520-1598</u>
City	State	Zip Code+4(9digits total)

Tel. (309) 647-2111 Fax (309) 647- 2047Website/URL www.cantonusd.org/westview E-mail rkruse@cantonusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date: _____

Name of Superintendent*: Mr. Ralph GrimmDistrict Name Canton Union School District #66 Tel. (309) 647- 9411

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date: _____

School Board President: Mrs. Kathy Phillips

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's Signature) Date: _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|---|-------------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| | Other (Briefly explain) |
| 5 | TOTAL |

2. District Per Pupil Expenditure: \$ 6,562
- Average State Per Pupil Expenditure: \$ 8,181

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	33	39	72		7			
1	33	38	71		8			
2	32	38	70		9			
3	42	35	77		10			
4	33	32	65		11			
5					12			
6					Pre-K/ECE	62	51	113
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					468

6. Racial/ethnic composition of the students in the school:
- | | |
|---------------|----------------------------------|
| <u>98.7</u> | % White |
| <u>.8</u> | % Black or African American |
| <u>.3</u> | % Hispanic or Latino |
| <u>.2</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100 | % Total |

7. Student turnover, or mobility rate, during the past year: 14 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	342
(5)	Subtotal in row (3) divided by total in row (4)	.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 0 %
0 Total Limited English Proficient

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 49 %

174 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18.8 %
88 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 20 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 61 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 19 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 5 </u>
Paraprofessionals	<u> 8 </u>	<u> 8 </u>
Support staff	<u> 9 </u>	<u> 2 </u>
Total number	<u> 42 </u>	<u> 15 </u>

12. Average school student-“classroom teacher” ratio: 20.6: 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.3 %	95.8 %	95.3 %	95.1 %	95.4 %
Daily teacher attendance	98 %	97 %	98 %	97 %	97 %
Teacher turnover rate	4 %	4 %	9 %	0 %	0 %
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Westview Elementary School was established in 1978 and presently serves as an Early Childhood – 4th Grade building with 468 students in 19 homerooms. The school contains three homerooms of each grade K-4. The school houses Canton's two Early Childhood Special Education and two At-Risk Pre-Kindergarten classes. Currently, 50% of the student population is low-income. The certified staff members work alongside support staff members to create the best possible school environment for learning. The activities of the school support the school's mission statement: "The staff of Westview Elementary School believes education is the foundation of life's successes and all children can learn and be successful. To this end, we are dedicated to providing an atmosphere that supports and encourages the individuality of students, as they become lifelong learners. We believe the partnership of school, home, and community is necessary for students to reach their highest potential." A variety of character development and learning activities have been implemented. The day starts with a morning assembly, which includes the Pledge of Allegiance to honor our country, announcements, and the Westview School pledge: "As a member of the Westview Elementary School family, I will be caring, honest, responsible and respectful. I will always do my best."

The Westview staff has implemented the Building Blocks/Four Blocks framework of instruction for language arts in grades K-4. Research shows that children of all ability levels profit from the multi-level Four-Blocks instruction, therefore, children are heterogeneously grouped. The Accelerated Reader program supports the self-selected reading block. Title I and K-2 classroom teachers work closely to provide reading support through the "Westview Helping Early Emergent Learners Succeed" (WHEELS) program. Other factors impacting our academic successes are: a part-time parent coordinator to encourage parent involvement, a before school care program, and after school remediation classes.

Five years ago, Westview became a "Title I School-wide" building. That distinction brought opportunities to study other schools of similar composition and to create an environment, which would fulfill the vision that all students can learn. As part of our school-wide, Positive Behavioral Interventions and Supports (PBIS) was implemented. Behavioral expectations are taught and modeled daily.

Teachers participated in the shift from traditional classroom models to Engaged Learning Models. Technology has continued to play an increasing role in instruction. As an active partner with Western Illinois University, Westview School has served as a site for Effective Literacy Technology Curriculum (EliTeC II), Field Experience and Student Teaching. The staff is currently participating in research through the WIU grant on "Accessing Curriculum Through Technology Tools (ACTTT).

From a recent parent survey, parents reflect that Westview School "nurtures its students by creating a calm, supportive atmosphere where the personable staff is attentive to the students' needs beyond learning." Westview Elementary School is proud to be nominated as a No Child Left Behind - Blue Ribbon School of Excellence.

Part IV – Indicators of Academic Success

1. ASSESSMENT DATA NARRATIVE

Since 2002, kindergarten students at Westview Elementary School have been given the Illinois Snapshot of Early Literacy Test (ISEL). Administered in the fall and spring, this state-normed reading inventory identifies students in need of reading intervention, furnishes information for instructional planning, provides pre- and post assessment data on student progress, and informs parents of student strengths and weaknesses.

First graders are given the STAR Early Literacy Test three times a year. This test demonstrates student growth, identifies strengths and weaknesses in reading skills, and directs flexible grouping and instruction. Parents are presented suggestions on how to support their young readers.

Second, third, and fourth graders are given the STAR Literacy Test three times a year. The STAR identifies a student's reading level, directs a student in selecting literature of appropriate difficulty, tracks student and classroom growth, and helps the teacher choose suitable teaching strategies.

Third and fourth graders also take Illinois State Achievement Tests (ISAT) each spring. These tests measure student achievement in the Illinois State Learning Standards. Third graders are tested in the areas of reading, math, and writing; fourth graders are tested in the areas of social science and science. Administrators and teachers analyze ISAT results to identify strengths and weaknesses in student performance. Analysis of 1999 scores indicated a need to improve student achievement. Scores that met and exceeded Illinois State Learning Standards in third grade reading increased from 67% in 1999 to 88% in 2003. This 21% increase in student achievement reflects the impact of the school's new reading program. Scores were 6% below the state average in 1999, and four years later, scores exceeded the state average by 26%.

The Meets and Exceeds Standards Performance Levels in third grade writing increased from 50% in 1999 to 90% in 2003. This 40% increase in student achievement is a result of professional development, the newly adopted reading program, and teacher emphasis on process writing. Scores were 6% below the state average in 1999, and four years later, scores exceeded the state average by 14%.

In 1999, math scores analysis indicated a need for improvement. After adopting the Cognitively Guided Instruction (CGI) approach to mathematical thinking, math scores increased from 69% in 1999 to 97% in 2003. This 28% increase in student achievement reinforced the positive impact of CGI on student learning. Scores were 1% above the state average in 1999, and four years later, scores exceeded the state average by 21%.

2. USE OF ASSESSMENT DATA TO UNDERSTAND AND IMPROVE STUDENT AND SCHOOL PERFORMANCE

Westview Elementary School uses assessment data to understand and improve student performance. Data is entered into a student EXCEL database as soon as it is received. These assessment results are then compared to previous entries in order to discover trends/patterns in overall or subgroup performance that can impact learning. Once a challenge area has been identified, the staff explores scientifically-based research strategies that have the potential to impact student learning. Staff development is then chosen to align with teachers' needs and the challenge area. The information from the assessments and from a partial Internal Review, along with the research gathered by the school improvement committees is used to formulate the basis for the School Improvement Plan each year. Once the plan is approved at the district level, training for the staff, as well as the paraprofessionals who work with the students in the areas identified for improvement, is provided. Changes in instruction are then implemented and student progress is closely monitored. A variety of informal classroom assessments (daily assignments, classroom checklists, tests, and teacher observations), along with the formal assessments previously listed are used to monitor the student performance and program effectiveness. Second and fourth grades are also assessed with the Stanford 9 and the Otis Lennon Student Ability Test to compare student ability with student performance. The triangulation of multiple sources of data gives the staff greater confidence in supporting the decisions for change. Grade level planning meetings are used to share instructional strategies and provide additional support. It is the adherence to the use of data derived from a continuous variety of assessments that provides the basis for the process to improve the teaching and learning that takes place at Westview Elementary School.

3. COMMUNICATING STUDENT PERFORMANCE

The Westview Elementary School staff believes communication is key to a successful home-school relationship. Student performance is communicated to parents through daily assignment records, quarterly report cards, mid-term reports, phone calls, e-mail communications, personal notes, homework hotline, weekly teacher and monthly office newsletters. Computer generated Accelerated Reader reports are regularly sent home. The entire student body starts each day with a morning assembly which recognizes individual and classroom accomplishments.

The year begins with Meet the Parent nights to inform parents of expectations for academic and behavioral success. Parent conferences are held every October and individual assessment scores are shared. The public is invited to attend our spring Open House and Art and Technology Show to view student work.

Student performance is reported to the public in the form of a yearly state School Report Card. This report card provides budget, teacher, attendance, student demographic, class size and ISAT achievement information. Parents receive an individual ISAT results report. Students who exceeded state standards are recognized in the district's newsletter, "Classroom Heroes". This newsletter is distributed to every household in the community. ISAT results are reported using the School Report Card displayed on the district's web site and through a flyer sent to the community. The report card gives parents an opportunity to understand how Westview is meeting the state standards. The local media communicates students' successes to the public.

4. SHARING SCHOOL SUCCESS WITH OTHER SCHOOLS

Successes are shared at monthly grade-level meetings, staff meetings, and district institute days. This vertical and horizontal articulation improves district communication and consistency. Western Illinois University (WIU) and other local colleges place student teachers and cohort students at Westview for observation and practical experiences. Teachers have worked with WIU to create engaged learning videos that are shared with schools throughout the state. Staff members provide presentations and in-service opportunities locally and statewide. For example, many attend the state's annual Title I "No Child Left Behind" Conference, presenting successful programs to teachers and administrators. Some programs include: Reading Buddies, Westview Helping Early Emergent Learners Succeed (WHEELS), and Cognitively Guided Instruction (CGI). A newspaper, "Classroom Heroes" depicts successes throughout the district and is mailed to community members. Westview's website is also accessible for the public to view with the latest programs and activities. Westview has and will continue to have an open door policy to share successes.

PART V – CURRICULUM AND INSTRUCTION

1. SCHOOL'S CURRICULUM

Westview Elementary School's curriculum was developed by grade level teams and aligned with the Illinois State Standards. Topics outlined were covered in each of the curriculum areas, creating district-wide maps to insure every child will meet the state's high standards. Teachers continuously examine the maps for vertical and horizontal gaps and place topics where they are content appropriate. Each grade level established exit outcomes, which clearly define the expectations for students and parents. Maps and exit outcomes will evolve over time, reflecting constant efforts to refine and improve instruction throughout the district. Parents and community members may view these documents on the district's website.

Teachers multi-level and multi-approach their language arts instruction to support and nurture the individual and diverse needs of students. By following the Building Blocks and Four-Blocks Literacy Models, research-based classroom-tested methods of instruction, teachers give explicit instruction in reading skills and strategies, allow self-selected reading of literature, empower students by exploring word patterns, and provide models of writing elements for students to apply their own narrative, persuasive, and expository writings.

The mathematical program provides opportunities for students to demonstrate and apply their understanding of basic number concepts, computational processes, and problem solving skills. In 1999, teachers began to apply Cognitively Guided Instruction (CGI) in their classrooms. CGI assists teachers in organizing classroom environments, which allows students to make sense of mathematics by discussing how they think through real world problems.

The social studies curriculum includes a study of geography, history, economics, governments, and social systems. Weekly newspapers, hands-on projects, audio-visual resources, computer-generated research, and guest speakers enrich students' study. Science classes emphasize the process of hands-on scientific inquiry and make connections with literature and math.

All students receive instruction in visual arts, music, physical education, and health. The music

curriculum enriches students with vocal and instrumental music, particularly with an outstanding Orff Instrumentarium, a hands-on method of teaching music production. Art history, culture, aesthetics, art criticism, and the production of art are the key elements of visual arts. Community members are given opportunities to view student's works of art and musical performances.

Early Childhood and Pre-K At-Risk programs provide a developmentally appropriate, child-initiated, and center-based approach. Work Sampling Illinois is used to assess individual growth. A strong parent education and involvement component supports home-school connections. The older at-risk students' needs are met through Special Education or Title I by providing after-school tutoring support. Speech/Language therapy and OT/PT provide services to students who are identified as having special needs in their Individual Education Plan.

Positive Behavioral Intervention and Supports and Character Counts programs set expectations for performance in all areas. A Behavior Intervention Consultant conducts Brain Gym, a research-based exercise program that promotes reestablishment of neural-muscular pathways.

Technology is a transparent component embedded throughout all curricular areas. A technology fair provides an opportunity for Westview to share student-generated projects with the community.

2. SCHOOL'S READING CURRICULUM

Westview's reading curriculum is the outcome of a study by the District's Reading Task Force composed of teachers, administrators, parents, and community members representing a cross section of the district. The task force reviewed current research, the state learning standards, and the Best Practices. Westview further looked at these areas in relation to the school mission statement which includes the beliefs all children can learn and the individuality of all students will be recognized. Teachers searched for a program to meet the needs of a diverse group of students with different learning styles. The Four-Blocks method of teaching reading was developed to teach all children to read and write using the areas of guided reading, writing, working with words, and self-selected reading. This approach was chosen because it included the four methods most successful in reading instruction: direct instruction, language experience, phonics, and writing. In order to make the transition from our current program to the Four-Blocks method as smooth as possible, Westview adopted a reading series that was developed to use with the Four-Blocks method. The Four-Blocks method was implemented one grade level each year along with professional development for staff. Kindergarten has implemented the Building Blocks method which prepares the students for Four-Blocks. In addition, our school has a supplemental reading program, Westview Helping Early Emergent Learners Succeed (WHEELS), that works with kindergarten through second grade classes in small groups, and an after school tutorial program that works with third and fourth grade students.

3. SCHOOL'S MATH CURRICULUM

The staff at Westview Elementary School believes that education is the foundation of life's successes and that all children can learn to be successful. Staff members provide an atmosphere that recognizes the individuality of students as they become lifelong learners. In 1999, the Illinois State Achievement Test indicated that 69% of Westview's students met or exceeded the Math State Standards. This area needed to be addressed. Cognitively Guided Instruction (CGI)

was the research-based program selected.

CGI is a way of teaching math that allows students to develop varied strategies for solving all types of problems. CGI teachers base their instruction on student thinking. Teachers pose problems, each student chooses how to solve the problem, and solutions are shared with classmates. Through CGI children's intuitive knowledge of mathematics is developed and extended.

K-4 staff members have attended classes and workshops at Illinois State University to learn this teaching method. K-2 teachers base their math instruction on CGI and grades three and four use a combination of CGI and a traditional math series. As this program has been implemented, ISAT scores continue to rise. In 2003, 97% of our students met or exceeded State Math Standards. Students have become much better problem solvers and do not hesitate to use their strategies to solve problems that used to baffle them.

4. METHODS OF INSTRUCTION

Westview School utilizes a variety of instructional methods to endeavor to meet the learning needs of its students. Choosing the best method of instruction is based on assessment data, target objectives to be mastered, student learning styles, and subject content aligned to the Illinois Learning Standards and district curriculum maps. Grouping methods are chosen based on the task required. Parent volunteers, Title I teachers, high school student tutors, and reading aides assist with small group or individualized instruction. This type of assistance is utilized primarily in our Building Blocks/Four Blocks approach to reading. For those students needing additional reading support at third and fourth grade levels, Westview provides an after school program of tutoring. Flexible grouping permits the school to match students and abilities as needed. Heterogeneous grouping for the majority of the day encourages high expectations for all students and assists with peer tutoring. The delivery of instruction varies as depending on the content taught and the outcome desired. Hands-on instruction is emphasized in the CGI approach in mathematics and the inquiry-based approach in science. Whenever possible, teachers are encouraged to use an integrated, cross-curricular approach supported by technology. The use of Accelerated Reader has combined technology and reading to create a school of highly-motivated readers. It is the belief of the Westview staff that student-involved authentic learning situations produce higher retention rates of knowledge and skills taught. To help students focus, Brain Gym and Positive Behavioral Interventions and Supports are incorporated school-wide. These two programs help maintain maximum time on task and provide for a positive learning environment.

5. PROFESSIONAL DEVELOPMENT

Professional development is driven by Westview's School Improvement Plan which, in turn, is guided by state standards, curriculum needs resulting from staff reflections on current programs, and data analysis using the Illinois Standards Achievement Test (ISAT). Once needs are identified, they are met in a variety of ways. The district provides monthly training sessions based on district goals and monthly grade level meetings to encourage articulation and collaboration among staff. A daily, common planning time provides grade level teachers the opportunity to share ideas and discuss student achievement and needs. Staff members make

presentations in district, as well as at conferences. Conferences and workshops are attended to strengthen staff knowledge and expertise. Classroom visits to schools which model effective programs give teachers a realistic look at successful programs. Staff development, extended to include our paraprofessional staff, has had a positive impact on the paraprofessionals' effectiveness and student achievement. Professional development has focused on the areas of reading, Cognitively Guided Instruction and writing. Over the past five years, our ISAT scores have continually risen in these areas indicating effectiveness of our staff development and its impact on improving student achievement.

Data Display Table for ISAT Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month - March/April				
SCHOOL SCORES				
Total - percent of students				
At or above Academic Warning	100	100	100	100
At or above Below Standards	100	100	98	97
At or above Meeting Standards	97	96	82	87
At or above Exceeds Standards	48	46	30	35
Number of students tested	59	55	66	64
Percent of total students tested	100	100	100	98
Number of students excluded	0	0	0	1
Percent of students excluded	0	0	0	2
Subgroup Scores				
1. Economically Disadvantaged				
Number of students tested	31	27	32	28
At or above Academic Warning	100	100	100	N/A
At or above Below Standards	100	100	97	N/A
At or above Meeting Standards	96	92	86	N/A
At or above Exceeds Standards	44	50	30	N/A
2. Not Economically Disadvantaged				
Number of students tested	28	28	34	36
At or above Academic Warning	100	100	100	N/A
At or above Below Standards	100	100	100	N/A
At or above Meeting Standards	97	100	80	N/A
At or above Exceeds Standards	50	43	31	N/A
State Scores				
Total				
At or above Academic Warning	100	100	100	100
At or above Below Standards	93	93	92	90
At or above Meeting Standards	76	74	74	69
At or above Exceeds Standards	31	30	28	23

Data Display Table for ISAT Reading

Testing month - March/April

SCHOOL SCORES

Total percent of students

	2002-2003	2001-2002	2000-2001	1999-2000
At or above Academic Warning	100	100	100	100
At or above Below Standards	98	100	99	100
At or above Meeting Standards	88	81	72	68
At or above Exceeds Standards	44	36	14	27
Number of students tested	59	55	66	64
Percent of total students tested	100	100	100	98
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

Subgroup Scores

1. Economically Disadvantaged

Number of students tested	31	27	32	28
At or above Academic Warning	100	100	100	N/A
At or above Below Standards	96	100	100	N/A
At or above Meeting Standards	80	81	66	N/A
At or above Exceeds Standards	32	23	7	N/A

2. Not Economically Disadvantaged

Number of students tested	28	28	34	36
At or above Academic Warning	100	100	100	N/A
At or above Below Standards	100	100	97	N/A
At or above Meeting Standards	94	80	74	N/A
At or above Exceeds Standards	53	47	18	N/A

State Scores

Total

At or above Academic Warning	100	100	100	100
At or above Below Standards	92	94	93	94
At or above Meeting Standards	62	63	62	62
At or above Exceeds Standards	22	19	19	21